**K-5 Math Lesson Plan Date: 8 -27-12**

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| **Teacher:** | | | **Grade: K** | | | **Week: One-Monday** |
| **Unit Title:** Counting Numbers 0-30 | | | | **Corresponding Unit Task:** Unit 1 – Task 1 (scavenger hunt) | | |
| **Essential Question(s):** What does a number represent? Why do we use numerals? How are numbers arranged? | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:** | | **Student:** | | | Count  Value | | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards:** K.CC.2 – count forward beginning from a given number within the known sequence (instead of having to begin at 1). | | | | | |
| **I Can Statement(s):** I can count objects in a set 1-5. | | | | | |
| **Activating Strategy/Hook:** The teacher will read the class a number book (teacher discretion) that shows numbers 1-5 with pictures included to show value. | | | | | |
| **Teacher Directed:** The teacher will show and model counting objects in a set 1-5 using manipulatives and appropriate vocabulary. | | | | | |
| **Guided Practice:** The teacher will call out numbers 1- 5 and each student will attempt to model numbers 1– 5 with manipulatives then count them. The teacher will monitor and observe students. | | | | | |
| **Independent Practice:** Students will get blank number cards from ([www.mathworksheetswizard.com](http://www.mathworksheetswizard.com)). Students will get numbers 1-5 and they are to draw circles on each number to show the value and reinforce counting up to 5. | | | | | |
| **Closing/Summarizing Strategy:** The teacher will review EQ. Students are to tell teacher how and why counting is important. | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| Small group instruction with numbers beyond 5. | | | Picture Cards | | | Picture Cards |
| **Assessment(s):**  Observations | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | |

**K-5 Math Lesson Plan**

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| **Teacher:** | | | **Grade: K** | | | **Week: One-Tuesday** |
| **Unit Title:** Counting Numbers 0-30 | | | | **Corresponding Unit Task:** Unit 1 – Task 1 (scavenger hunt) | | |
| **Essential Question(s):** What does a number represent? Why do we use numerals? How are numbers arranged? | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:** | | **Student:**  Counters, pencils, crayons, number cards 6-10. | | | Count  Value | | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards:** K.CC.2 – count forward beginning from a given number within the know sequence (instead of having to begin at 1). | | | | | |
| **I Can Statement(s):** I can count objects in a set from 6-10. | | | | | |
| **Activating Strategy/Hook:** The teacher will sing the Nursery Rhyme 1, 2 Buckle My Shoe! To reinforce counting 1-10. Repeat a few times. | | | | | |
| **Teacher Directed:** The teacher will activate prior knowledge by counting objects in a set 1-5 using manipulatives and appropriate vocabulary. Then, the teacher will introduce counting objects in a set from 6-10 using manipulatives and appropriate vocabulary. | | | | | |
| **Guided Practice:** The teacher will call out numbers 6 - 10 and each student will attempt to model numbers 6 – 10 with manipulatives and count them. The teacher will monitor and observe students. | | | | | |
| **Independent Practice:** Students will get blank number cards from ([www.mathworksheetswizard.com](http://www.mathworksheetswizard.com)). Students will get numbers 6 -10 and they are to draw circles to show the value of each number and reinforce counting on from 6 - 10. | | | | | |
| **Closing/Summarizing Strategy:** The teacher will review EQ. Students are to tell teacher how and why counting is important. | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| Small group instruction with numbers beyond 10. | | | Picture Cards  Number Cards | | | Manipulatives such as puzzles that facilitates number recognition. |
| **Assessment(s):**Observations | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | |

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| --- | --- | --- | --- | --- | --- | --- |
| **Teacher:** | | | **Grade: K** | | | **Week: One-Wednesday** |
| **Unit Title:** Counting Numbers 0-30 | | | | **Corresponding Unit Task:** Unit 1 – Task 1 (scavenger hunt) | | |
| **Essential Question(s):** What does a number represent? Why do we use numerals? How are numbers arranged? | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:** | | **Student:** | | | Count  Value | | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards:** K.CC.2 – count forward beginning from a given number within the know sequence (instead of having to begin at 1). | | | | | |
| **I Can Statement(s):** I can count objects in a set 11-20. | | | | | |
| **Activating Strategy/Hook:** The teacher will introduce and sing with the class Ron Brown song Can you count to 20 to review numbers 1- 10 and reinforce counting on 11-20. Repeat a few times. | | | | | |
| **Teacher Directed:** The teacher will activate prior knowledge by counting objects in a set 1-10 using manipulatives and appropriate vocabulary. Then, the teacher will introduce counting objects in a set from 11-20 using manipulatives and appropriate vocabulary. | | | | | |
| **Guided Practice:** The teacher will call out numbers 11- 20 and each student will attempt to model numbers 11– 20 with manipulatives and count on. The teacher will monitor and observe students. | | | | | |
| **Independent Practice:** Students will get blank number cards from ([www.mathworksheetswizard.com](http://www.mathworksheetswizard.com)). Students will get numbers 11 -20 and they are to draw circles to show the value of each number and reinforce counting on from 11- 20. | | | | | |
| **Closing/Summarizing Strategy:** The teacher will review EQ. Students are to tell teacher how and why counting is important. Also, how do you know how many objects there are? | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| Small group instruction with numbers beyond 20. | | | Picture Cards  Number Cards | | | Various puzzles that facilitates number recognition. |
| **Assessment(s):** Observations | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | |

**K-5 Math Lesson Plan**

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| --- | --- | --- | --- | --- | --- | --- |
| **Teacher:** | | | **Grade: K** | | | **Week: One-Thursday** |
| **Unit Title:** Counting Numbers 0-30 | | | | **Corresponding Unit Task:** Unit 1 – Task 1 (scavenger hunt) | | |
| **Essential Question(s):** What does a number represent? Why do we use numerals? How are numbers arranged? | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:** | | **Student:**  Counters, pencils, crayons, numbers sheet 21-30 | | | Count  Value | | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards:** K.CC.2 – count forward beginning from a given number within the know sequence (instead of having to begin at 1). | | | | | |
| **I Can Statement(s):** I can count objects in a set 21 - 30. | | | | | |
| **Activating Strategy/Hook:** The teacher will introduce the song “Lets count to 30” by Ron Brown! To review counting 1-20 and reinforce counting on 21-30. Repeat a few times. | | | | | |
| **Teacher Directed:** The teacher will activate prior knowledge by counting objects in a set 11-20 using manipulatives and appropriate vocabulary. Then, the teacher will introduce counting objects in a set from 21-30 using manipulatives and appropriate vocabulary. | | | | | |
| **Guided Practice:** The teacher will call out numbers 21- 30 and each student will attempt to model numbers 11– 20 with manipulatives and count on. The teacher will monitor and observe students. | | | | | |
| **Independent Practice:** Students will get blank number cards from ([www.mathworksheetswizard.com](http://www.mathworksheetswizard.com)). Students will get numbers 21 - 30 and they are to draw circles to show the value of each number. | | | | | |
| **Closing/Summarizing Strategy:** The teacher will review EQ. Students are to tell teacher how and why counting is important. | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| Small group instruction with numbers beyond 30. | | | Picture Cards  Number Cards | | | Various puzzles that facilitates number recognition. |
| **Assessment(s):** Observations | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | |

**K-5 Math Lesson Plan**

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| --- | --- | --- | --- | --- | --- | --- |
| **Teacher:** | | | **Grade: K** | | | **Week: One-Friday** |
| **Unit Title:** Counting Numbers 0-30 | | | | **Corresponding Unit Task:** Unit 1 – Task 1 (scavenger hunt) | | |
| **Essential Question(s):** What does a number represent? Why do we use numerals? How are numbers arranged? | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:** | | **Student:**  counter, pencils, crayons, number sheet | | | Count  Value | | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards:** K.CC.2 – count forward beginning from a given number within the know sequence (instead of having to begin at 1). | | | | | |
| **I Can Statement(s):** I can count objects in a set 1 - 30. | | | | | |
| **Activating Strategy/Hook:** The teacher will read the book 1 is One by Tasha Tudor or any other numbers book that shows counting numbers 1-30. | | | | | |
| **Teacher Directed:** The teacher will activate prior knowledge by counting objects in the following sets 1-5, 6-10, 11-20, 21-30 to reinforce rote and counting on. | | | | | |
| **Guided Practice:** The class will get an Envision page Topic 5 Lesson 4 using counters to count and show groups of objects. | | | | | |
| **Independent Practice:** Students will use buttons or (other manipulatives) to count on up to 30 from any given number. The teacher will monitor and observe for mastery of skill. | | | | | |
| **Closing/Summarizing Strategy:** Pair student in partners to share how they counted their objects. | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| Skip count by 5’s to 30. | | | Count 5 dots and then circle the group. | | | Picture cards  Listening Center |
| **Assessment(s):** Color in a Hundreds Chart using a crayon up to number 30. | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | |